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ABSTRACT

The 26 masters for overhead transparencies that make up this collection include quotations, suggestions, and checklists related to teaching bibliographic instruction. Individual masters include definitions of bibliographic instruction; the characteristics of ineffective library users; a checklist for effective teaching techniques; the characteristics of an effective bibliographic instructor; criteria for good presentation skills; a list of terms that many students do not understand; illustrations of how analogies and models can be used; a list of the behaviors of enthusiastic instructors; a model for course planning; a checklist of writing important objectives; four approaches for writing a bibliographic instruction course outline--a tool approach, a search strategy approach, a discipline approach, and a types of information approach; writing a syllabus; guidelines for developing good assignments; designing assignments; student diaries and journals; search projects; the process of instruction; assessing bibliographic instruction knowledge and skills; demonstrating the effectiveness of bibliographic instruction; and program evaluation. (13 references). (SD)

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"TRAINING THE BIBLIOGRAPHIC INSTRUCTOR"

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BIBLIOGRAPHIC INSTRUCTION IS

"...an activity that facilitates the process of interaction between the individual and the complex organization (the library)."

G. Freimer & A. Wallace
1982

"...the teaching of students to use a library effectively."

M. Adams & J. Morris
1985

BIBLIOGRAPHIC INSTRUCTION

"...must include an examination of the premises underlying logical analysis and must inculcate in students the ability to exert critical judgements and to use the library as a resource."

J. Lingren
1978

BIBLIOGRAPHIC INSTRUCTION

"...must be effective, interesting and given not at just one level or in one discipline but structured so it becomes increasingly sophisticated as students advance and develop in their capabilities, and it must extend throughout the curriculum."

E. Farber
1978

INEFFECTIVE LIBRARY USERS

- * look under only one subject heading
- * plunge into gathering information before they know what they want
- * use only the card catalog and the *Readers' Guide*
- * are reluctant to ask for help
- * are unaware of the existence of vast resources in periodical literature
- * don't use (or even recognize) bibliographies and footnotes
- * select materials that are outdated, irrelevant, or nonprofessional
- * can't handle the mechanics of the tools
- * skip the planning and thought stages

CHECKLIST FOR EFFECTIVE TEACHING TECHNIQUES

1. establish clear goals and objectives
2. share the goals and objectives with the students
3. demonstrate to students why meeting these goals is important to them
4. create exercises and assignments that require students to apply the desired skills
5. plan the first day of class carefully - first impressions count!
6. pretest students to determine their level of knowledge and skills at the beginning of the course
7. acquire other pertinent information about the student majors, interests, classes which require library work
8. learn students' names as soon as possible
9. have a trusted colleague sit in on a class to give feedback on presentation skills
10. practice on willing nonlibrarians
11. arrange the classroom physically to optimize learning and interaction
12. ask students for feedback on presentation, assignments, and worth of class
13. have clearly stated criteria for grading, share these criteria with students AND FOLLOW THEM
14. experiment with questioning techniques
15. choose one teaching skill to work on

CHARACTERISTICS OF AN EFFECTIVE
BI INSTRUCTOR

"What students say they like"

1. has communication skills
2. favorable attitudes towards students
3. a knowledge of BI
4. good organization of BI and the course
5. enthusiastic about BI

6. fair in examinations and grading
7. willing to experiment - flexible
8. encourages students to think for themselves
9. pleasant personality or personal appearance
10. interesting as a lecturer - good speaking ability

GOOD PRESENTATION SKILLS

1. Eye Contact
2. Natural Delivery
3. Good Body Language
4. Good Vocal Delivery
5. Avoidance of Repetitive,
annoying personal manners

An effective BI instructor needs to be able to clearly communicate abstractions.

Example terms that many students do not understand:

citation
circulate
monograph
bibliography vs. biography
annotated bibliography
access
abstract
journal
professional literature
primary source or
 secondary source
database searching
discipline

USE ANALOGIES AND MODELS

Compare a divided catalog to the yellow and white pages of a telephone book.

The use of Boolean "and" can be explained by considering a person who asks at an ice cream parlor for a chocolate and vanilla cone and gets 1 scoop of each and the person who asks a computer for "chocolate" and "vanilla" and gets 2 scoops swirled together.

BEHAVIORS OF ENTHUSIASTIC INSTRUCTORS

M. Collins, 1981

1. vocal delivery that varies in pitch, volume, and speed
2. uses large sweeping gestures
3. moves freely and sometimes quickly around the room
4. shows many different facial expressions
5. has eyes that "light up"
6. uses many adjectives
7. reacts strongly when students responds
8. appears to be highly energetic

ONE MODEL FOR COURSE PLANNING

1. Set and overall goal (or goals).
2. Analyze these goals to determine what they mean.
3. Derive Objectives
4. Select a model
5. Develop assignments and tests from these objectives
6. Write a syllabus

CHECKLIST FOR WRITING IMPORTANT OBJECTIVES

1. Set goals
2. Analyze your goals: what must students be able to do to attain these goals?
3. Write these behaviors down
4. Examine them for importance, redundancy, and relevancy
5. Rewrite them in a form for students

FOUR APPROACHES FOR WRITING A COURSE BI OUTLINE

1. A TOOL Approach

traditional approach

assumes that certain tools
are essential to learn

- * using a card catalog

- * using periodical
indexes

weakness is that tools are
not ends in themselves

2. A SEARCH STRATEGY Approach

organization reinforces what
is being taught
follows same process used for
library research

- *choosing a topic

- *locating and using
background data

weakness could be that there
may be objectives
instructor thinks are
important that don't fit
into search strategy
process

3. A DISCIPLINE Approach

emphasizes the commonality
of sources in various fields

- *introduction to basic
tools

- *planning a research
paper

- *researching in the
humanities, etc.

allows logical use of guest
lecturers

weakness may be in low
student interest and
motivation

4. TYPES OF INFORMATION Approach

use different strategies to
locate different kinds of
information

focus on alternate search
strategies

- *finding out about
people

- *finding facts and
statistics

- *finding a "good book to
read"

- *evaluating materials

- *researching a company
and a career

weakness is that it does not
create a sense of system
in using the library

WRITING A SYLLABUS

1. Your availability: Name, office location, office hours, telephone number
2. Course name and number, number of credits
3. Course goals and objectives: The students should know what the course is intended to accomplish
4. Course content: outline, dates when topics will be covered
5. Course requirements: what students will be expected to do, number of tests and types of assignments. Provide due dates for assignments.
6. Basis for grading; let students know how you will be evaluating. Include a grading scale if possible.
7. Textbook, if any
8. Other readings, if any

GUIDELINES FOR DEVELOPING GOOD ASSIGNMENTS

1. assignments should flow from goals and objectives
2. purpose should be clear
3. directions should be clearly and briefly stated
4. consider first time assignments as pilots
5. feedback should be asked of students
6. problems should be noted

DESIGNING ASSIGNMENTS

Worksheets

Directed exercises
specific answers
easy to grade
best for large classes

Generic exercises
students look up own
topics
design time less
best for smaller classes

Layout Considerations
wide margins for notes
concise directions
anticipate problems
ask for feedback on
worksheet

Appropriate Use

Diaries and Journals

have students keep a diary or
journal describing what the
student did in the process of
completing an extended
search

usually unpopular

do a "research log"

rough jotting of notes

Search Projects

select and define a researchable
topic

identify core literature on a
topic

turn in list of tools used

evaluate materials used

turned in at the end of course

Problem-Oriented

assignments designed to relate
to majors
create a complex case study

PROCESS OF INSTRUCTION

ORGANIZATION

create a meaningful structure

STUDENT INVOLVEMENT

students tend to remember if they play an
active role
need for good instructor questioning skills
pose problems to elicit discussion
have students compare materials
classroom arrangement

PRACTICE AND TRANSFER

demonstrate skills

USE OF MEDIA

more than one medium promotes learning

CLASSROOM DYNAMICS

relationships and process

ASSESSING BI KNOWLEDGE AND SKILLS

Pretesting

Examinations

- multiple choice
- true-false
- short answer
- essay

Performance Measures

Assigning Grades

Course Evaluation

- Student Evaluation
- Peer Evaluation

DEMONSTRATING EFFECTIVENESS OF BI

Have students' skills improved?

Have students' behaviors changed?

How do students feel about the
course?

Use other campus/school resources

**BI PROGRAM EVALUATION
EVALUATION
H. Rador, 1976**

1. Duration of BI program
2. Administrative support
3. Faculty support and cooperation
4. Integration into campus curriculum
5. Programs goals and objectives
6. Comprehensiveness of Program
7. Impact of program
 - A. Statistical evidence
 1. library use
 2. # of students reached
 3. # of materials used, etc.
 - B. Evaluation of program
 1. of librarians as teachers
 2. impact on student and faculty attitudes
 3. changes within the program
 4. faculty evaluation of program
 - C. Growth of program
 - D. Likelihood of continuation

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